In chapter 6 I read about the three key roles that teachers must incorporate in the classroom. According to Mortimer Adler, in his book The Paideia Proposal, teachers sometimes act as didactic actors or direct instructors; at other times they must function more like a facilitator, and yet other times teachers are more akin to coaches. Different students require different teaching strategies, and different strategies often require teachers to take on different roles. The coach encourages students to extend their own potential into reality. The facilitator guides and plants seeds in the minds of students, those seeds will then take hold and flourish into extended comprehension. The instructor is the more a traditional teacher role, although demonstration, lecturing and interrogation are necessary tools in a teacher’s arsenal.

In chapter 7 I learned about the importance of asking well-aimed, open-ended questions. Essential questions lead students to use what knowledge they know and their ability for logical processing to come to their own conclusions. Most disciplines revolve around certain axiomatic questions. For example, “whose ‘story’ is it?” and “what can we learn from the past?” are two questions that are inseparable from studying history. If students are able to delineate the essential questions of the discipline of interest, then learning will likely come more easily to them.

This chapter goes over the importance of providing essential questions in the lesson plans. By doing this and asking these questions it helps and guides students to the major understanding you want them to capture, along with that it gives the students another way to keep on track with the goals we gave at the beginning of the lesson (like I talked about in chap. 6) WHERETO model was introduced and is designed to relate topics or “pulling it all together.” This model also talks to us about the preparation and planning that is needed before teaching and how important that it for our major curriculum. I need to start to do more research on the WHERETO so that I can get more practice using it.

Mi

Abstract- This chapter specifically focuses on curriculum development, the MI theory and what exactly an “MI teacher” is. A traditional teacher will stand at the front of the class and lecture, have students work from texts books, and take notes from the board. An “MI Teacher” continually changes her method of presenting the information and the tools she uses when having students do assignments. Basically, the “MI Teacher” avoids giving a boring lecture, and understands that this is not beneficial to many students. The chapter gives a list of techniques and methods that teachers could use for each of the eight multiple intelligences to present the curriculum and material to the students. The chapter also goes into detail about creating an MI lesson plan. Some of these steps include brainstorming, setting up a sequential plan, focusing on a specific topic, and implementing the plan. By focusing on making their lessons MI lessons the teacher is making sure that all of their students are being taught according to what their learning style is.

In chapter 5 of Multiple Intelligences, it gave us an idea to write a lesson based upon the multiple intelligences. They gave a list of different methods teachers could use to teach the 8 different learning types. It was broad, yet specific enough to help any teacher target a lesson to one type of learner. In helping us with how to write a lesson plan, they gave the readers examples of webs that you could use to plan activities. I liked the idea of the webs and feel like I could incorporate then into one of my lessons for the students to use; I feel like it would work really well with reviewing for tests.

In Chapter 6 of Multiple Intelligences, the author gave in-depth ways of targeting the 8 different learning types. He gave 5 different activities for all 8 learning styles. The activities that really caught my attention were ones of logical-mathematical because that is one of the ways that I learn best. This chapter could really be used to help impact my teaching because it gave many different examples of different lesson plans. It’s hard for me to see myself using some of these ideas because I can’t think of a way to relate it to math; like theater for instance. But there are a lot of great ones to make up for the ones that I won’t be able to use.

..

In all 4 chapters the main idea the authors were trying to portray was different tools for teaching and doing it well. In chapter 6 of UbD/ DI the author has the idea that teacher play into three key roles that must incorporate in the classroom. According to Mortimer Adler, in his book The Paideia Proposal, teachers as take on the following roles:

* Didactic actors or direct instructors
* Facilitators
* Coaches.

This is where I think that teaching is my calling; because I have also been a coach and been a “facilitator” for a program, but then again learning all about the multiple intelligences gets me nervous about me not being able to reach every student’s needs. WHERETO model was introduced and is designed to relate topics or “[pull] it all together.” This model also talks to us about the preparation and planning that is needed before teaching and how important that it for our major curriculum. Also in chapter 7of UbD/DI I learned about the importance of asking well-aimed, open-ended questions. Essential questions lead students to use what knowledge they know and their ability for logical processing to come to their own conclusions.

In chapter 5 of Multiple Intelligences, it gave us an idea to write a lesson based upon the multiple intelligences. They gave a list of different methods teachers could use to teach the 8 different learning types. It was broad, yet specific enough to help any teacher target a lesson to one type of learner. In helping us with how to write a lesson plan, the authors gave the readers examples different tools you can use: one of them being webs; these help you plan activities. I liked the idea of the webs and feel like I could incorporate them into one of my lessons for the students to use; I feel like it would work really well with writing papers, brainstorming with the class and when studying for exams.

In Chapter 6 of Multiple Intelligences, the author gave in-depth ways of targeting the 8 different learning types (examples). The activities that really caught my attention were ones of bodily-kinesthetic learners because I wish some of my teachers would have done that for me so I would feel smarter. Also it gave me ideas to teach to learners that are not the same “intelligence” as me.

Teaching Strategies for Linguistic Intelligence

* Storytelling
* Brainstorming
* Tape Recording
* Journal Writing
* Publishing

Teaching Strategies for Logical-Mathematical

Intelligence

* Calculations and Quantifications
* Classifications and Categorizations
* Socratic Questioning
* Heuristics
* Science Thinking

Teaching Strategies for Spatial Intelligence

* Visualization
* Color Cues
* Picture Metaphors
* Idea Sketching
* Graphic Symbols

Teaching Strategies for Bodily-Kinesthetic

Intelligence

* Body Answers
* Classroom Theater
* Kinesthetic Concepts
* Hands-On Thinking
* Body Maps

Teaching Strategies for Musical Intelligence

* Rhythms, Songs, Raps, and Chants
* Discographies
* Super memory Music
* Musical Concepts
* Mood Music

Teaching Strategies for Interpersonal Intelligence

* Peer Sharing
* People Sculptures
* Cooperative Groups
* Board Games
* Simulations

Teaching Strategies for Intrapersonal Intelligence

* One-Minute Reflection Periods
* Personal Connections
* Choice Time
* Feeling-Toned Moments
* Goal-Setting Sessions

Teaching Strategies for Naturalist Intelligence

* Nature Walks
* Windows onto Learning
* Plants as Props
* Pet-in-the-Classroom
* Eco-study